**Lesson plan 1**

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| **Lesson Title (concept)** | What is Housing |
| **Instructor** | Mrs. MJ Dvorak |
| **Suggested grade level/course** | Grade 10-12 |
| **Time suggested** | 1 54 minute period |
| **National Standards addressed:*** State the entire objective, not just the number

**State and/or local standards addressed:*** State the entire objective, not just the number
 | **11.6 Evaluate client’s needs, goals, and resources in creating design plans for housing, furnishings, and residential and commercial interiors.** 11.6.1 Assess human needs, safety, space, and technology as they relate to housing and interior design.  |
| **Rationale for the lesson:*** Where does it fit into the unit plan?
* Why are you choosing this activity/strategies?
* How will you plan for differentiation?
 | This is the introduction of the concept of housing and of the class Housing and Interior Design. It will set the foundation of the student’s ability to understand that housing can mean different things to different people depending upon their situation. It will also begin to let the students form their own hierarchy of needs.I am choosing these activities to let my students experience, by multimedia, homes in different communities, since my students are somewhat insulated from anything outside of rural Iowa.Since this activity is a group activity there is no need to differentiate at this time. |
| **Content objective:** * What will students know and be able to do at the end of the lesson?
* Is the information or concept new to the students?
 | Students will be able to form a class answer to what is housing. They will be able to list words that they feel are needed for housing.The concepts and words are not new but the way they are going to be using those words and looking at those words will be very different.  |
| **Assessment:*** How will you know students can do the above?
 | The formative assessment will be the group definition of housing.The summative assessment will be the word list that they form for the individual needs in housing. |
| **Procedure/activities****Bell ringer:** Students will enter classroom, at each table will be paper and crayons. They will be instructed to draw a house while we all get together and get situated. I will give the students **5 minutes** to complete their house. We will then compare our houses.**Discussion:** What did you draw? Why did you draw that? Do all the houses you know look like that? How are they different? **5 minutes****Vocabulary:** As table teams write all the words that you first think of when you hear the word housing. At your table group agree upon 6 words and write them down on the smart board. These words will form the vocabulary that we will be starting our lesson with, however more can be added as we move on. **10 minutes**Discussion: What is a house? **Resources**[**http://www.boredpanda.com/unusual-homes/**](http://www.boredpanda.com/unusual-homes/)Show the ten very unusual homes in this article and pull out vocabulary words that are the same for each of them. What do they have in common? What makes them housing for the people in the article? Would they work in our community?Final Group Activity: Using Smart board and the words on the Smart board that the group has agreed upon as vocabulary, form a working definition for housing. The students will be able to move the words around and add others to make complete sentences. This will be the definition that we will work from for the rest of the unit. This will be the teaching strategy of Concept Attainment **15 minutes** |
| References and resources | You will need: Smart BoardComputerPaper and crayonsInternet connection |
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Include attachments of any handouts, assessments, and/or powerpoints, etc.